

Domain and goal

- Sways, dances or vocalizes to music and singing
 - CD, MP3, radio
 - Voice

Activities

An important aspect of learning to listen is learning that music and singing is different from talking. This week you are going to introduce your child to music and singing and teach him, through movement, that it is different than talking. Singing and music will become a big part of your lessons and daily life so have fun! Remember, the focus for your child right now is on the music itself, not the words.

Dancing game

- Mother holds child in arms and waits, holding very still. Dad turns on music, making sure that the child is close enough to hear the signal. Mother begins moving and dancing, pointing to own ear and stating **"I can hear the music"**. Dad turns the music off and Dad stops dancing, points to ear and states **"It's all gone, I can't hear the music"**.
- Swap roles so child can turn music on and off and watch parent dance.
- If child cannot hear the music, beat on a plastic tub and dance to the beating. When beating stops, the music stops.

Singing/Vocalizing game

- While singing the song from the song section, 'He Di Ho', move around room and sway like an elephant to the singing. When the singing stops, freeze. Do not move or sway until the singing begins again. If child is using own voice, begin and stop when child "sings" or vocalizes.



Date	What did your child do?



Domain and goal

- Begins to attach meaning to sound
- Begins to identify family member names

Activities

In order for your child to learn sound has meaning, you need to provide sounds that are interesting and meaningful to your child. This is done through the use of early learning to listen sounds (ELTL) which are specific sounds attached to toys and daily routines. These sounds are generally longer or repeated, to make it easier for your child to hear. For example, the ELTL sound for the daily routine of going to sleep is “Sh!”. These sounds are rich in suprasegmental information which is easier for your child to hear and thus, say. Please see Appendix for a list of early learning to listen sounds.

Early learning to listen sounds

- Use an airplane and a bus. Make a long /ar/ sound and vary the pitch while flying the airplane in the sky. Make short, repeated /bʌ/ sounds while moving the bus. Have 4–5 of each toy and hide them in sand, under towels, in bags or boxes. Make the sound of each one as the child finds it. Point to your ear and say “*I hear the bus/ airplane*”.
- Make a “*Sound Book*” using a scrap book or a binder in which pages can be added. Make a house of the first page with a cardboard door that can open and close. Cut out pictures of each family member, one per picture, and keep in an envelope on the facing page. Hide one photo behind the door. Say, “*knock, knock, knock*”. Open the door. “*Oh it's Mommy, hi Mommy. Give Mommy a kiss*”. Hide another photo behind door and repeat.

Date	What did your child do?

Domain and goal

- Begins to match duration in imitation of model
- Waves bye-bye and vocalizes at end of each activity

Activities

Duration refers to the length of the sound made. All sounds are either long (ooooo for the train) or short (bu bu bu for the bus) in duration. This is the first aspect of sounds and words that your child will be able to match or imitate.

Spontaneous Imitations:

- When playing with airplanes and buses, make the sound and move the toy, then wait for your child to spontaneously imitate the sound. Model making the sound and moving the toy with each family member taking a turn. During your child's turn, be silent to see if he will imitate the sound spontaneously. Leave a silent space (count to ten slowly) for your child to say his own sound. His imitation should be a long sound for the airplane and short sounds for the bus.
- Your child undoubtedly wants to be picked up many times each day. This is a wonderful opportunity for you to model, *"Oh, you want to come up"*, *"Pick me up"*. Your child will hear the words "up" and soon begin to imitate it by matching the short duration of the word. When talking for your child, as in the example above, make statements and model what you want your child to say. He won't say the whole statement yet, however, you must always model correct language.

Every time you put an activity away, finish eating, etc. wave and say bye-bye to the objects.

- Make sure that your child waves to signal the end of an activity. Model this all day, every day and if needed, help your child wave his own hand. Your child should also vocalize while waving.



Date	What did your child do?

Domain and goal

- Develops a variety of vowels
- Vocalizes on demand

Activities

This week you will introduce a few of the ELTL sounds to your child and play with them in fun and interesting ways. When choosing sounds, pick things that your child is interested in but also sounds that are different from each other, one sound short in duration and one sound long in duration. This provides your child with a contrast in the duration of the two sounds. This will make sure that your child hears the difference between the sounds and you should be able to hear a difference in his imitations.

Use 'wait time' (counting to ten slowly) to give your child the opportunity to spontaneously imitate the duration of any ELTL sound or phrase you are presenting. If your child does not spontaneously imitate the sound use one of the following prompts:

- Use the toy, hold it in front of your mouth and make the sound, then hold the toy in front of your child's mouth to indicate his turn to speak. Don't forget to wait, count to ten.
- Say the sound and then point to your child to indicate it is his turn to speak.
- Use the 'hand cue'. This is an AV technique used to indicate whose turn it is to speak. Hold your hand, flat palm angled toward your face covering your mouth but not muffling the sound. Say the sound and then hold your hand near your child's mouth to indicate it is his turn to make the sound.

Your child's spontaneous vocalizations are most likely made up of a variety of vowel sounds. This is typical development for early talkers. Use the Articulation Attainment Chart in the Appendix to note the sounds you hear as you listen to your child's productions. The chart lists the sounds using the International Phonetic Alphabet but also gives you a key word to help you identify each sound. Put a check in the box next to each sound you hear your child use spontaneously.



Date	What did your child do?

AV Techniques and strategies

- Wait time
- Modeling
- Hand Cue

Story of the Week: "Hi Bird, Bye Bird" by Barney Saltzberg.

A T-Bone Lift-the-flap book, Barron's Educational Series, Inc., 1990. New York.

- This book gives the child the opportunity to hear the words 'hi', 'hello', 'bye-bye', or 'good-bye' numerous times. Children need to hear a word hundreds of times in a meaningful context before they spontaneously use that word themselves. This book has flaps that will keep the child interested as he opens and closes them. The words are also used every day in the child's life and will help the child develop the vowel content and syllables of these common greetings and goodbyes.

Song of the Week: "Heidy Di Ho"

Words: "Hey Di, Hey Di Ho. The great big elephant is so slow. Hey Di, Hey Di Ho. The elephant is so slow."

- Stand and bend over with arms straight out in front of face and hands clasped together. The arms and hands make the elephant's trunk. The song is sung slowly as you walk and sway around the room swinging your arms (trunk) back and forth.
- This song is a direct contrast to the "Naughty Pussy Cat" song from Week 1. Hey Di is a slow and melodic song and the Naughty Pussy Cat song is fast paced and very staccato. The difference in these two songs is very noticeable to an early listener and your child will soon recognize which song you are singing based on the suprasegmentals—fast and fairly monotone vs. slow and melodic.

